

PREFACE

The *KIRIS Accountability Cycle 3 Technical Report* represents contributions from all the members of the Division of Validation and Research, Office of Assessment and Accountability. Both the document and the work that went into it represent the increasing complexity of the effort to make the Kentucky assessment system effective.

This document only partially conveys the thousands of hours devoted to an evolving identification of the knowledge and performance expected of Kentucky students. It only hints at the thousands of hours of curricular, instructional, and professional development that go into attempting to raise the quality of the classroom teacher's efforts. This report will never adequately detail the meticulous, persistent, and dedicated efforts of the Division of Assessment Implementation to produce, administer, score, and report about one of the most comprehensive assessment instruments in the country. Only a shadow of the contractor's conscientious attendance to their contractual obligations can be indicated. Nevertheless, we express our appreciation to all of these groups.

This report is possible because of the work of the multiple authors of the *KIRIS Accountability Cycle 2 Technical Manual*. Some chapters have been reduced, some expanded, and some have been revised. The debt to those authors is recognized and acknowledged.

The greatest load of producing data for this report fell upon Robert E. Wetter, Ph.D. Dr. Wetter also rewrote many chapters. Dr. Wetter had assistance from Dollena S. Hawkins, Ph.D. and Joanmarie McGuire, Ph.D. who contributed parts of specific chapters. Dr. McGuire revised chapter 13 and Beverly M. Klecker, Ph.D. revised chapters 14 and 15 into the new chapter 14. The largest portion of the editing was executed by Ivan L. Zabilka, Ph.D., Robert E. Wetter, Ph.D., and Dr. Klecker, with typing assistance from Ms. Brenda Withrow.

We all trust you will find the information you need, and that you will convey suggestion for improvements to the Office of Assessment and Accountability, Division of Validation and Research, Kentucky Department of Education, Frankfort Kentucky.

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“... At least in the testing profession, and in the educational profession, and in the assessment profession, there’s a tremendous amount of interest and respect, if not even awe for what Kentucky has tackled with KIRIS”

An excerpt from statements made by Professor James S. Catterall, University of California at Los Angeles, to the Kentucky Senate and House Education Committees, January 28, 1998

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